



UNIVERSITY SYSTEM OF GEORGIA

Dean/Department Chair Training New Policies and Best Practices

January 26 – 27, 2023

Pop out – Make slides larger

Q&A – Submit questions



Tools we will not be utilizing today:

- Chat
- Raise hand



Agenda – January 26

January 26th - Thursday

1:00 p.m. – 2:00 p.m.

Review of New Policies & Timeline

Stuart Rayfield

*Vice Chancellor for Leadership
& Institutional Development*

2:00 p.m. – 3:15 p.m.

A PTR Conversation with Human Resources
and Legal Affairs

Juanita Hicks

Vice Chancellor for Human Resources

Chris McGraw

Vice Chancellor for Legal Affairs

3:15 p.m. – 3:30 p.m.

Break

3:30 p.m. – 4:45 p.m.

Effective Faculty Performance Evaluation

Linda Noble

Assoc Vice Chancellor for Academic Affairs

4:45 p.m. – 5:00 p.m.

Reflection & Wrap-up

Stuart Rayfield



Agenda – January 27

January 27th – Friday

- | | | |
|-------------------------|--|---|
| 8:30 a.m. – 10:00 a.m. | Objectivity in the Context of Evaluation | Wendi Jenkins
<i>Asst Vice Chancellor Leadership & Institutional Development</i> |
| 10:00 a.m. – 10:15 a.m. | Break | |
| 10:15 a.m. – 11:45 a.m. | Student Success & Measurement | Jonathan Hull
<i>Assoc Vice Chancellor Student and Faculty Success</i>
Michael Rothlisberger
<i>Asst Vice Chancellor Academic Strategy and Analytics</i> |
| 11:45 a.m. – 12:00 noon | Wrap-up and Next Steps | Stuart Rayfield |





UNIVERSITY SYSTEM OF GEORGIA

Review of New Policies & Timeline

*Stuart Rayfield
Vice Chancellor,
Leadership and Institutional Development*



To give deans and department chairs the tools necessary to successfully implement the new policies related to post-tenure review, faculty annual evaluations, and the inclusion of student success as an element of evaluation.

The focus for the next two days will be faculty annual evaluations and clarity around student success as an element.

Opening Considerations

- History
- Nature of policies
- Duty
- Response to policies
- Assumptions
- Future trainings



Board of Regents Policies

- 8.3.5.1
- 8.3.5.4
- 8.3.6
- 8.3.6.1
- 8.3.7.1
- 8.3.7.2
- 8.3.7.3
- 8.3.9

The screenshot displays the 'BOARD OF REGENTS POLICY MANUAL' website. The page title is '8.3 Additional Policies for Faculty'. The left sidebar contains a navigation menu with the following items: Home, Chancellor's Policy Letters, Policy Resources, Commission Chart (2019), 1. Officers of the Board of Regents, 2. Institutional Governance, 3. Academic Affairs, 4. Student Affairs, 5. Public Service, 6. Campus Affairs, 7. Finance and Business, 8. (Active), 9. International & Global, 10. External Relations, 11. External Relations by Institution, 12. Additional Policies for Faculty, 13. Search, 14. Faculty Information, 15. Degree Programs, and 16. Research, Innovation and Entrepreneurship. The main content area shows the following sections: 8.3.1 Faculty Employment, 8.3.1.1 Recruitment and Appointment, 8.3.1.2 Minimum Qualifications for Employment, 8.3.1.3 Research and Comprehensive Universities, 8.3.1.4 State Universities, and 8.3.2 Regents' Professorships.

8.3.5.1 – Faculty

8.3.5 Evaluation of Personnel

8.3.5.1 Faculty

Each University System of Georgia (USG) institution shall establish definite and stated criteria, consistent with Board of Regents' policies, **the Academic and Student Affairs Handbook** and the statutes of the institution, against which the performance of each faculty member will be evaluated. **The criteria shall include evaluation of instruction, student success activities, research/scholarship, and service as is appropriate to the faculty member's institution, school or college, and department, and responsibilities.** The criteria shall be submitted to the USG Chief Academic Officer for review and approval.

Each institution, as part of its evaluative procedures, will utilize a **written system of faculty evaluations by students, with the improvement of teaching effectiveness and student learning as the main focus of these student evaluations.** The evaluation procedures may also utilize a written system of peer evaluations, with emphasis placed on the faculty member's professional development **across the scope of their responsibilities.** In those cases, in which a faculty member's primary responsibilities do not include teaching, the evaluation should focus on excellence in those areas (e.g., research, administration, **and elements of student success**) where the individual's major responsibilities lie. **While a faculty member's performance evaluation may be deemed as "Not Meeting Expectations" for other reasons, they must be so assessed if a majority of their work responsibilities are assessed as "Not Meeting Expectations".**



8.3.5.1 Faculty (continued)

Each University System of Georgia (USG) institution shall conduct in-depth pre-tenure reviews of all faculty in their third year of progress toward tenure with a focus on the criteria established for promotion and tenure, emphasizing excellence in teaching **and involvement in student success activities**. The institution shall develop pre-tenure review policies, as well as any subsequent revisions.

The result of the faculty member's annual evaluations will be utilized as a part of subsequent pretenure and post-tenure reviews as well as retention, promotion, and tenure decisions.



8.3.5.1 Summary

1. Student Success as an element of evaluation
2. Annual evaluations used as part of pre/post/tenure/promotion decisions



8.3.5.4 Post Tenure Review

8.3.5.4 Post Tenure Review

~~Each institution shall conduct post-tenure reviews of all tenured faculty members five years after the most recent promotion or personnel action for the faculty member. Reviews shall continue at five-year intervals unless interrupted by a further review for promotion or personnel action. An administrator who has tenure will not be subject to post-tenure review, as long as a majority of the individual's duties are administrative in nature. If and when an administrator returns to the faculty full-time, the individual will be placed into the post-tenure review cycle described above. Institution presidents shall review and approve their institution's post-tenure review policies, as well as any subsequent revisions, both of which must conform to University System of Georgia procedures for post-tenure review and should address cases in which a tenured faculty member's performance is deemed unsatisfactory.~~

The post-tenure review process shall support the further career development of tenured faculty members as well as ensure accountability and continued strong performance from faculty members after they have achieved tenure.



8.3.5.4 Post Tenure Review (continued)

Each tenured faculty member shall participate in a post-tenure review within five years following the award of tenure and again at least once every five years thereafter. The first post-tenure review shall assess the tenured faculty member's performance since the award of tenure, and subsequent post-tenure reviews shall assess the performance since the most recent post-tenure review.

A tenured faculty member may voluntarily choose to participate in a post-tenure review sooner than five years. If this voluntary review is successful, then the faculty member's next scheduled post-tenure review will take place five years after this voluntary review. In addition, a tenured faculty member whose performance is evaluated as unsatisfactory or not meeting expectations – whether overall or in any particular area – in an annual review process will be provided with a remediation plan. If the faculty member's performance is evaluated as unsatisfactory or not meeting expectations – overall or in a particular area – again the next year, the faculty member shall then undergo a corrective post-tenure review. That review will not alter the timing of the faculty member's regularly scheduled five-year post-tenure review thereafter.



8.3.5.4 Post Tenure Review (continued)

Each tenure-granting institution must create its own specific policies for implementing this post tenure review policy. Each institution's policies shall be developed in consultation with the institution's faculty and shall include appropriate due-process mechanisms. Institutions will have flexibility in their implementation to create a process appropriate to the campus context. Prior to implementation, institutions must submit policies and evaluation criteria to the Chancellor or the Chancellor's designee(s) for approval. The Chancellor or the Chancellor's designee(s) will provide institutions with more specific guidelines for their post-tenure review policies and procedures.

Consistent with those guidelines and institutional policies, post-tenure review shall include evaluation of instruction, student success activities, research/scholarship, and service as is appropriate to the faculty member's institution, school or college, and department. The post-tenure review will also incorporate findings from the faculty member's annual reviews from the years since the last post-tenure review. The faculty member shall provide review materials and additional information, as provided for in the institution's guidelines, to aid the review process.



8.3.5.4 Post Tenure Review (continued)

The post-tenure review will include, at a minimum, feedback from the faculty member's department chair and a committee of faculty colleagues. The results of the post-tenure review shall be conveyed to the faculty member. The results of the post-tenure review shall be considered in subsequent decisions on promotion, merit pay, and other rewards.

If the results of the post-tenure review are unfavorable, then a performance improvement plan shall be created by the applicable department chair and dean in consultation with the faculty member. The necessary elements of such performance improvement plans will be described in the guidelines provided by the Chancellor or the Chancellor's designee(s) as well as in each institution's post-tenure review policies.



8.3.5.4 Post Tenure Review (continued)

If the faculty member successfully completes the performance improvement plan, then the faculty member's next post-tenure review will take place on the regular five-year schedule. If the faculty member fails to make sufficient progress in performance as outlined in the performance improvement plan (or refuses to engage reasonably in the process) as determined by the department chair and dean after considering feedback from the committee of faculty colleagues, then the institution shall take appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies. The President will make the final determination on behalf of the institution regarding appropriate remedial action. An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to the Board Policy on Applications for Discretionary Review.



8.3.5.4 Post Tenure Review (continued)

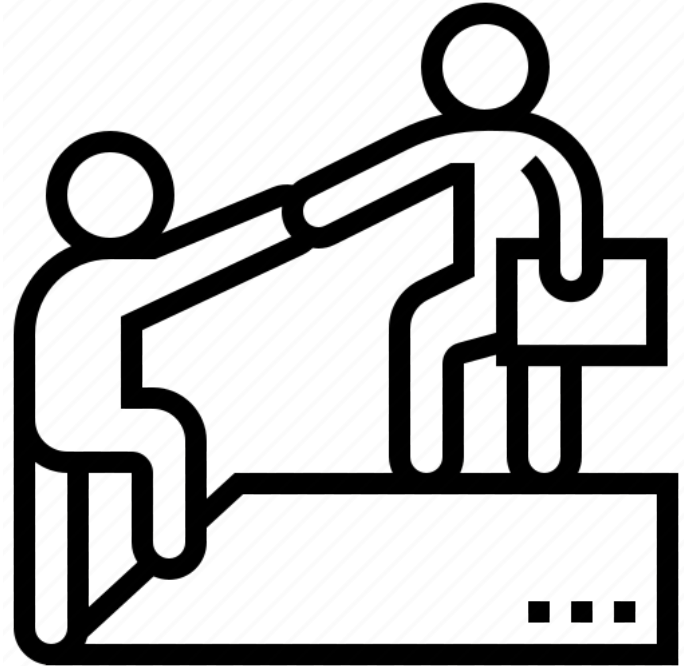
Remedial actions may include, but are not necessarily limited to, suspension of pay, salary reduction, revocation of tenure, and separation from employment. The institution must give the faculty member notice of the possibility of such remedial actions when the performance improvement plan begins. The determined remedial action will be imposed in accordance with the guidelines provided by the Chancellor or the Chancellor's designee(s) as well as the institution's post-tenure review policies. The institution's imposition of such remedial action will not be governed by or subject to the Board Policy on Grounds for Removal or Procedures for Dismissal.

Each institution shall also develop and implement procedures to conduct post-tenure reviews with tenured faculty members who hold administrative positions. These procedures shall address the distinctive nature of administrators' work and leadership roles, include constituent feedback, and reflect that tenure is held in faculty positions not in administrative positions. Each institution shall compile and submit an annual report on post-tenure review activity to the Chancellor or the Chancellor's designee(s).



8.3.5.4 Summary

- Support development and accountability
- Voluntary early review
- Annual Evaluation Year 1 – unsatisfactory or not meeting expectation in any one category = PRP
- Annual Evaluation Year 2 – unsatisfactory or not meeting expectation in any one category = Corrective PTR (out of cycle PTR)



8.3.5.4 Summary (continued)

- PTR review of activities:
 - Instruction
 - Student success activities
 - Research/scholarship
 - ServiceAs appropriate...
- Annual reviews included
- PTR reviewed by dept chair/faculty committee
- Unfavorable PTR = PIP



8.3.5.4 Summary (continued)

- PIP Input/Develop
 - Dept. Chair
 - Dean
 - Faculty member



8.3.5.4 Summary (continued)

Successful PIP



Unsuccessful PIP



8.3.5.4 Summary (continued)

- Remedial Actions subject to discretionary review
- Remedial Actions not subject to the policy on Grounds for Removal/Dismissal
- Academic administrators with tenure subject to post-tenure review



8.3.5.4 Summary (continued)

Institutions will compile and report post-tenure review activity

The screenshot displays the 'Create Tenure Data' interface for Laurie Bush. The user's information includes Empl ID 0348578, Company 980 (Board of Regents (USG)), Department 7311000 (HCM Operations), HR Status A, Empl Record 0, and Job Code 461U02. The 'Faculty Data' section contains a form for creating a new performance event with fields for Event Type, Evaluation Period Start/End Dates, Performance Criteria (Teaching, Research, Service, Student Success, Overall Rating), and Outcome. Below this is a 'Faculty Performance Event History' table.

Event Type	Start Date	End Date	Teaching	Research	Service	Student Success	Overall Rating	Outcome
Annual Review	01/01/2023	12/31/2023	3	3	3	3	3	Successful
Annual Review	01/01/2024	12/31/2024	4	3	4	3	3	Successful
Annual Review	01/01/2025	12/31/2025	4	4	4	3	3	Successful



8.3.6 Criteria for Promotion

Each University System of Georgia (USG) institution shall establish clearly-stated promotion criteria and procedures that **emphasize excellence in teaching and involvement in student success activities** for all teaching faculty, which shall be submitted to the USG Chief Academic Officer for review and approval.



8.3.6.1 Minimum for All Institutions in All Professorial Ranks

The minimum criteria are:

1. Excellent teaching and effectiveness in instruction;
2. **Noteworthy involvement in student success activities;**
3. Noteworthy professional service to the institution or the community;
4. Noteworthy research, scholarship, creative activity, or academic achievement; and,
5. Continuous professional growth and development.

Noteworthy achievement in all of the above areas is not required, but should be demonstrated in at least **two three** areas. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for promotion. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted.



8.3.7.1 General Information Regarding Tenure

Each University System of Georgia (USG) institution, with the exception of GGC, shall establish clearly stated tenure criteria and procedures that emphasize excellence in teaching **and involvement in student success activities** for all teaching faculty, conform to the requirements listed below, and are approved by the USG Chief Academic Officer. The requirements listed below are the minimum standard for award of tenure, but shall be sufficiently flexible to permit an institution to make individual adjustments appropriate to its mission. **While the Board of Regents has delegated authority for tenure decisions to institution presidents, if an institution is not carrying out its faculty review process in a sufficiently rigorous manner the Board of Regents may move the authority to award tenure to the Board level until institutional processes have been remediated.**



8.3.7.2 Tenure Requirements

Tenure resides at the institutional level. Institutional responsibility for employment of a tenured individual is to the extent of continued employment on a 100 percent workload basis for two out of every three consecutive academic terms until retirement, resignation, separation as remedial action related to post-tenure review, dismissal for cause, or release because of financial exigency or program modification as determined by the Board of Regents.

Only assistant professors, associate professors, and professors are eligible for tenure. Normally, only faculty who are employed full-time, defined as service on a 100 percent workload basis for at least two out of three consecutive academic terms, by an institution are eligible for tenure. Faculty members holding these professorial ranks who are employed by a USG institution on less than a full-time basis and who are assigned by the USG institution to or hold an appointment at a non-USG corporate or governmental entity shall, subject to the approval of the Chancellor, be eligible for promotion and the award of tenure by the institution President.

The award of tenure is limited to the above academic ranks and shall not be construed to include honorific appointments such as adjunct appointments. Faculty with non-tenure track appointments shall not acquire tenure.



8.3.7.3 Criteria for Tenure

Minimum for All Institutions in All Professorial Ranks

The minimum criteria for tenure are demonstrating:

1. Excellence and effectiveness in teaching and instruction;
2. Outstanding involvement in student success activities;
3. Academic achievement, as appropriate to the institution's mission;
4. Outstanding service to the institution, profession, or community; and,
5. Professional growth and development.

Noteworthy achievement is required in at least two of the above categories, but is not required in all four categories. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for tenure. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be tenured, but neither the possession of a doctorate degree nor longevity of service is a guarantee of tenure.



8.3.9 Discipline and Removal of Faculty Members

The President of a University System of Georgia (USG) institution or his or her designee may at any time remove any faculty member or other employee of an institution for cause. Cause shall include willful or intentional violation of the Board of Regents' policies or the approved statutes or bylaws of an institution or as otherwise set forth in the Board of Regents' policies and the approved statutes or bylaws of an institution. **Such removals for cause shall be governed by the following policies on Grounds for Removal and Procedures for Dismissal. Remedial actions taken as part of the post tenure review process shall not be governed by these policies on Grounds for Removal and Procedures for Dismissal, but rather shall be governed by the Board Policy on Post Tenure Review.**



Policy Changes

- Addition of student success as a key element of faculty evaluation
- Expansion of the use of the annual evaluation of tenured faculty
- Addition of the corrective PTR
- Articulation of remedial actions
- Annual reporting/auditing
- Delegation of authority

SUMMARY



Academic Affairs/Student Affairs Handbook

Sections

4.4

4.7

The screenshot shows the University System of Georgia's Academic & Student Affairs Handbook website. The page title is "4.4 Faculty Evaluation Systems" (Last Modified May 5, 2022). The page is organized into sections:

- SOURCES:**
 - USG POLICY 3.2.1 FACULTY MEMBERSHIP
 - USG POLICY 3.2.1.1 COMPS OF INSTRUCTION
 - USG POLICY 3.2.1.2 ADMINISTRATIVE OFFICERS
 - USG POLICY 4.3.5.1 FACULTY
 - USG POLICY 4.3.7 TENURE AND CRITERIA FOR TENURE
 - USG POLICY 4.3.8 CRITERIA FOR PROMOTION
 - USG POLICY 5.3.3.4 POST-TENURE REVIEW
 - USG POLICY 6.3.8 NON-TENURE TRACK PERSONNEL
- The USG faculty evaluation system is comprised of annual evaluation, three-year pre-tenure evaluation, tenure evaluation, promotion evaluation and post-tenure evaluation. For faculty hired as a lecturer, senior lecturer, principal lecturer, instructor, or as an academic professional, the evaluation system is comprised of annual evaluations and promotion evaluation.**
- Each institution is responsible for establishing definitive policies, processes, and stated criteria for faculty evaluation that are aligned with the mission, statutes, and academic organization of the institution and are consistent with Regents' policies. These policies, processes, and stated criteria must incorporate appropriate due process mechanisms and support the principles of academic freedom. Institutional performance criteria must be identified and defined at each level of evaluation and must be stated in writing and available in the institution's faculty handbook posted on an institution's website. All changes to performance criteria must be updated in the faculty handbook in a timely fashion. These updates must be done in advance of the next review cycle and allow time for faculty to incorporate those expectations into the preparation of their review documents (e.g. pre-tenure, tenure, promotion, and post-tenure).**
- Policies, Processes, and Reporting**

Each institution must have written and published faculty evaluation review policies, processes, and criteria for faculty that are consistent with Board of Regents policy and USG guidelines and approved by the USG Chief Academic Officer. Each institution should develop templates for annual review, pre-tenure, tenure, promotion, and post-tenure applications. These templates should provide clear guidance to what the faculty members need to submit. Tenure-track faculty, tenured faculty and faculty outside of the tenure process should be evaluated based upon their academic discipline-specific criteria, and the institutional evaluation rubric, consistent with the system level review policies and guidelines, detailed in this handbook. All USG annual faculty evaluations must utilize the following Likert scale.

 - 1 – Does Not Meet Expectations
 - 2 – Needs Improvement
 - 3 – Meets Expectations
 - 4 – Exceeds Expectations
 - 5 – Exemplary



Required Annual Review Scale

- 1 – Does Not Meet Expectations
- 2 – Needs Improvement
- 3 – Meets Expectations
- 4 – Exceeds Expectations
- 5 – Exemplary

Noteworthy achievement as referenced in BOR Policy 8.3.7.3 is reflective of a 4 or 5 on the above Likert Scale. **Deficient** and **unsatisfactory** as referenced throughout this document is reflective of a 1 or a 2 on the above Likert Scale.



Of Note in the AASA Handbook

4.4

Institutions must ensure that **workload percentages** for faculty roles and responsibilities are factored into the performance evaluation model in a **consistent** manner. The overall evaluation must indicate whether the faculty member is making **satisfactory progress** toward the next level of review appropriate to their rank, tenure status, and career stage as noted in the abovementioned Likert scale.



Of Note in the AASA Handbook

4.4

Specific **timelines** are included for the process for responses between faculty member and supervisor



Of Note in the AASA Handbook

4.4 Review Principles and Guidelines

- Clear and transparent assessment criteria
- Every stage of a faculty member's career
- Qualitative and quantitative assessments
- Quality in teaching and learning
- Research and scholarship in the context of the mission
- Service – institutional/discipline



Of Note in the AASA Handbook

4.4 Review Principles and Guidelines

RE: **Student Success**

“Involvement in activities inside and outside the classroom that deepen student learning and engagement for all learners.”

Examples:

- Advising
- Mentoring
- Undergraduate/graduate research
- Experiential learning
- High impact practices
- Development of student success tools and curricular materials
- Strategies for career success
- Faculty development activities



Of Note in the AASA Handbook

4.7

- Successful outcome tied to recognition or rewards



Of Note in the AASA Handbook

4.7

Unsuccessful PTR requires a **letter** that includes:

- Next steps
- Due process rights
- Potential ramifications



Of Note in the AASA Handbook

Performance
Remediation Plan
(PRP)

Based on
unsuccessful
outcomes from the
annual evaluation

Performance
Improvement Plan
(PIP)

Based on unsuccessful
outcome from PTR



Of Note in the AASA Handbook

4.7 PRP and PIP

“Designed to assist faculty member in achieving progress towards remedying the deficiencies identified”

Goals or outcomes must be **reasonable and achievable** within the timeframe

Formal meetings for assessing progress twice a semester (fall and spring) with specific expectations of what happens during/after meeting

Must contain:

- Clearly defined goals/outcomes
- Outline of activities to be undertaken
- A timetable
- Available resources and supports
- Expectations for improvement
- Agreed-up on monitoring strategy

Must be **approved** by the Dean and submitted to AA office

PIP assessment takes place of annual review.

Of Note in the AASA Handbook

4.7

PIP - Failure to successfully remediate within **one year** subjects the faculty member to **disciplinary actions** up to and including, but not limited to, reallocation of effort, salary reduction, and tenure revocation and dismissal.



Of Note in the AASA Handbook

4.7

Corrective PTR = Out of cycle PTR

Based on two years of being evaluated as deficient in any areas in an annual review/**Unsuccessful PRP**



Of Note in the AASA Handbook

4.7

Due Process – Specific process and timelines prescribed following an unsuccessful PTR or Corrective PTR



Of Note in the AASA Handbook

Academic Administrators with rank and tenure:

- Annual review by supervisor
- Every 5 years – 360 feedback assessment
- PTR review of traditional faculty activities that align with the responsibilities of the administrator



Omissions/Corrections/Notations

- Tenure track faculty who are unsuccessful in a PRP
- What happens when a dean and department chair disagree on progress towards PIP – should go to Provost (revised language coming)
- Academic administrators, regardless of rank and tenure status, must receive an annual evaluation every year



Timeline

- All policies were effective **January 1, 2023**
- Annual reviews – the annual reviews for the **CY23 and AY23-24** will utilize the new annual review process
- PTR – **AY23-24** submissions technically are under the new policy; however, it is expected that PTR committees and administrators in the process **utilize discretion** to the **benefit of the faculty member** for the first couple of years given the change in expectations.





UNIVERSITY SYSTEM OF GEORGIA

A PTR Conversation with Human Resources and Legal Affairs

*Juanita Hicks
Vice Chancellor,
Human Resources*

*Chris McGraw
Vice Chancellor,
Legal Affairs*



UNIVERSITY SYSTEM OF GEORGIA

BREAK

Next session at 3:30.



UNIVERSITY SYSTEM OF GEORGIA

Effective Faculty Performance Evaluations

*Linda Noble
Associate Vice Chancellor,
Academic Affairs
linda.noble@usg.edu*

Why Should We Do Performance Reviews?

- Support career development & ensure the best performance from faculty
- Align faculty work with institutional mission
- Enhance student learning & student success
- Answer the demand for accountability



Types of Performance Review

- Summative Assessment - basis of personnel decisions
- Formative Assessment - performance improvement



Types of Review in the USG

Summative Review	Formative Review
Annual Review	Performance Remediation Plan
Pre-Tenure Review	Performance Improvement Plan
Tenure Review	
Promotion Review	
Post-Tenure Review	



Key Elements of Successful Summative Performance Reviews

- Establish clear expectations
 - Collaboration is key
 - Must align with institutional mission
 - Should be systematic & objective
 - Examples of clear/unclear expectations:
 - Demonstrate effective teaching (too broad)
 - Include two group activities each week in my course this semester (more specific)
- Develop explicit evaluation criteria
- Have clear rubrics
 - What does it take to earn a 1 or 2?
 - Why is performance not a 4 or 5?
- Documentation
- Training for evaluators
- Annual oversight of policies & interpretation



Key Elements of Successful Summative Performance Reviews

- Purpose is to improve performance
- Performance counseling & informal feedback
 - Not only what they did wrong, but what they could have done differently or better
- Timely feedback
- Performance Remediation & Performance Improvement Plans
 - Specify elements of performance to be improved
 - Identify professional development opportunities targeted to specific elements of performance
 - Consider using a senior faculty mentor who is accomplished in aspects needing improvement



Annual Performance Reviews

- Importance of Goal Setting
 - SMART Goals
 - Specific: well-defined, clear, & unambiguous
 - Measurable: with specific criteria that measure progress towards the goal
 - Achievable: attainable & not impossible to achieve
 - Realistic: within reach and relevant to areas of responsibility
 - Time-bound: set a finish date
- Annual Plan for the Department
 - Align with priorities of the institution
 - Get buy-in from faculty
 - Set faculty goals that support department plan & rely on individual strengths/expertise
- Set department and individual faculty goals this year to set the stage for next year!



Using Student Ratings to Measure Teaching Effectiveness

Poor Use	Better Use
Overreliance on the ratings – students ratings look good, so don't review any other aspects of teaching	Only a portion (no more than 30% to 50%) of the evaluation of teaching should be based on student feedback
Making too much of too little – faculty member with a 4.1 exceeds expectation but faculty with a 4.0 only meets expectations	Don't rely on small samples (less than 10 students) Categorize numerical ratings into 3 to 5 categories
Questionable administrative procedures	If you take them seriously, so will your students
Using the data inappropriately – only item #4 really matters	Review each of the items rated to inform specific improvements
Untimely feedback to faculty member – ratings returned too late to inform next time the course is taught	Return feedback immediately after the semester

Building a Climate for Faculty Evaluation

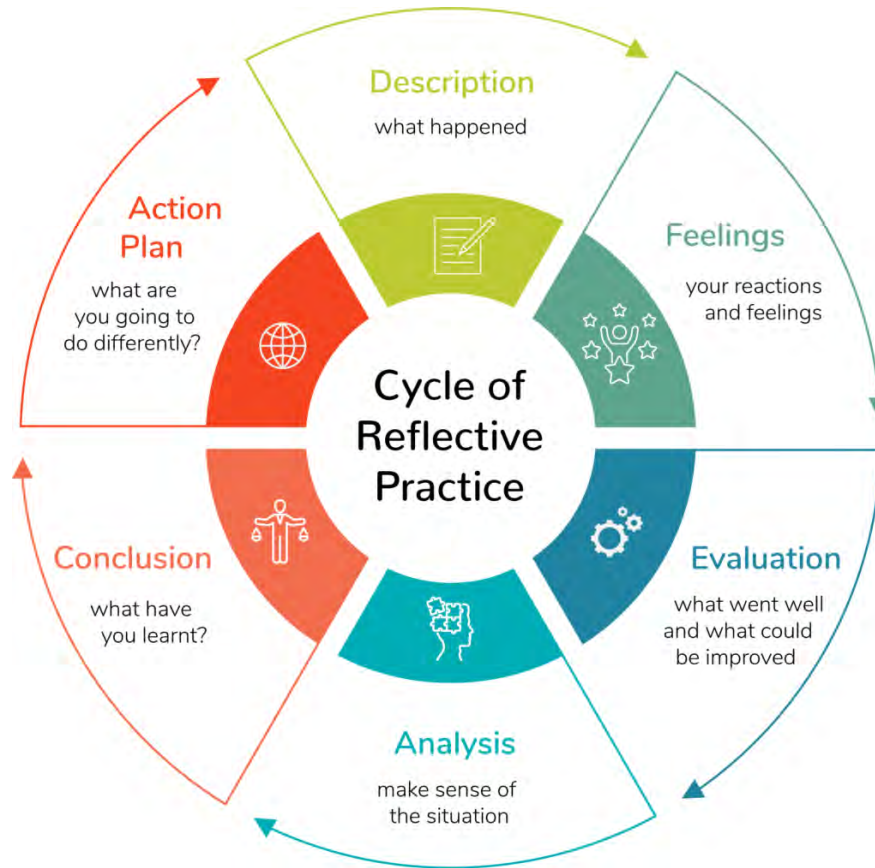
- Important that faculty perceive evaluation as an activity that supports their professional development & enhances their success
- Be concrete & specific in setting expectations
 - Translate institutional expectations into concrete behavioral terms
 - E.g., operationalize what good teaching looks like
- Recognize & support improvement
 - Clear link to rewards
- Communication is key
- Maintain confidentiality
- Build trust



Ways to Support Faculty Being Evaluated

- Set clear goals
- Consider sample model portfolios
- Be clear about what should be included
- No longer good enough to simply **list** what we do
 - Have them talk about the quality & significance of their work
 - Demonstrate **how** what I do as a faculty member supports student learning & student success
- Focus on main accomplishments – the “best of” their performance
- Don’t penalize mistakes – look for continuous improvement
- No surprise evaluations
 - Meet with the faculty periodically between formal evaluations
 - Deal with the issue when it arises
- Confidentiality





The Chair-Dean Relationship

- Typically Chairs & Deans have not experienced much leadership development
- Know policy & ground your decisions in it
- For Chairs:
 - Do your best to resolve problems at your level
 - Deal with things as they arise – do not let them fester
 - Do not surprise your Dean
 - Consult with your Dean prior to taking action
- For Deans:
 - Support your chairs or let them know why you can't
 - Don't allow faculty to by-pass their chairs unless you have to
 - Give chairs a “heads-up” before telling their faculty something
- For Both:
 - Find a mentor
 - Find support from peers and colleagues (look outside of your institution)



Evaluation of Academic Administrators

- BOR Policy requires an annual review and a 360⁰ feedback assessment every five years
- Expectations:
 - Leadership qualities
 - Management style
 - Planning & organizing capacities
 - Effective communication skills
 - Accountability of diversity efforts
 - Success at meeting goals & objectives
 - Traditional faculty activities in teaching, research, student success, and service that align with their administrative responsibilities
- Same principles of effective faculty evaluation apply to evaluation of administrators



Demonstrating Your Effectiveness as an Academic Administrator

- Factual information about administrative performance is typically skimpy
 - Sometimes based on observation and hearsay
- Few understand what you do, why you do it that way, and how well you do it
- Consider building an administrative portfolio



The Administrative Portfolio

- Steps to create an administrative portfolio
 - Introduction
 - Provide institutional context and your administrative unit
 - Summarize your administrative responsibilities
 - Describe your approach to administration – your *administrative philosophy*
 - Select items to include in the portfolio
 - Most significant accomplishments
 - Focus on behaviors and outcomes
 - Organize accomplishments under the performance areas of teaching, student success, research, and service
 - Include the professional development you participated in to improve your leadership
 - Prepare statements on each item
 - Compile supporting data
 - Recognize contributions of others – i.e., don't take all the credit
- Look at sample administrative portfolios found in *The Administrative Portfolio* by Seldin & Higginson



References

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UNIVERSITY SYSTEM OF GEORGIA

Reflection & Wrap-Up

*Stuart Rayfield
Vice Chancellor,
Leadership and Institutional Development*

Day 1 has ended. See you tomorrow!

January 27th – Friday

8:30 a.m. – 10:00 a.m.	Objectivity in the Context of Evaluation	Wendi Jenkins <i>Asst Vice Chancellor Leadership & Institutional Development</i>
10:00 a.m. – 10:15 a.m.	Break	
10:15 a.m. – 11:45 a.m.	Student Success & Measurement	Jonathan Hull <i>Assoc Vice Chancellor Student and Faculty Success</i> Michael Rothlisberger <i>Asst Vice Chancellor Academic Strategy and Analytics</i>
11:45 a.m. – 12:00 noon	Wrap-up and Next Steps	Stuart Rayfield

Join using the same Teams meeting link.

